DOCUMENT RESUME

ED 324 592 CG 022 848

AUTHOR Matiella, Ana Consuelo
TITLE We Are a Family: Children's Activities in Family Living.
REPORT NO ISBN-1-56071-020-9
PUB DATE 90
NOTE 66p.; For other titles in this series, see CG 022 846-849.
AVAILABLE FROM Network Publications, 1700 Mission St., Suite 203, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($9.95).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Child Responsibility; *Family (Sociological Unit); *Family Life; *Family Structure; Instructional Materials; Primary Education; *Young Children

ABSTRACT

This booklet is part of the "Children's Activity Series," a set of four supplemental teaching resources that promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade. The booklet contains stories, drawings, and "sockpuppets" to help children in kindergarten through third grade develop a basic understanding of the family and its purpose. Activities are structured to help children learn about extended, blended, nuclear, and single parent families. Children are encouraged to explore their roles and responsibilities in their own families, and gain problem-solving skills to help out with everyday family problems. Children learn to focus on the positive attributes of their families and identify appropriate ways they can contribute to their families. Through the activities in this book, it is hoped that children will learn respect for cultural and ethnic diversity as well as family problem-solving skills, and that they will learn, too, that all members of the family have roles and responsibilities, and that there are different kinds of families. One activity has children draw pictures of their families for a special Family Album, helping children to see the importance of special family memories and to recognize the importance of family in their lives. (NB)

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We Are a Family

Children's Activities in Family Living

Ana Consuelo Matiella, MA

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We Are a Family

Children's Activities in Family Awareness

Ana Consuelo Matiella, MA

Illustrated by Nina Paley

Network Publications
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Santa Cruz, California
1990

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Ana Consuelo Matiella, MA, is editor and staff writer for ETR Associates/Network Publications in Santa Cruz, California. She is series editor for ETR Associates' Latino Family Life Education Curriculum Series and has written two of its curricula, *Cultural Pride* and *La Familia*. Ms. Matiella is also editor of *Family Life Education in Multicultural Classrooms: Practical Guidelines*, and several other titles in the field of multicultural education.

Cover Design: Julia Chiapella

For more information about other books in the **Children's Activity Series** and a free catalog, please contact our Sales Department, ETR Associates/Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830, or call toll-free 1-800-321-4407.

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Printed in the United States of America

Title No. 587
10 9 8 7 6 5 4 3 2 1

Library of Congress Cataloging-in-Publication Data

Matiella, Ana Consuelo.
We are a family : children's activities in family awareness / Ana Consuelo Matiella ; illustrated by Nina Paley.
p. cm.
ISBN 1-56071-020-9
1. Family—Study and teaching (Preschool) —United States. 2. Family—Study and teaching (Primary)—United States. 3. Education, Preschool—United States—Activity programs. 4. Education, Primary—United States—Activity programs. I. Title
HQ536.M35 1990
385.85'07—dc20 90-6461
CIP

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Series Introduction

The **Children's Activity Series** promotes awareness about health, family life and cultural diversity for children in kindergarten through third grade. Each book focuses on a topic that can be difficult for elementary school teachers to address. Activities have been specifically designed to help children grow into adults who:

- feel good about themselves;
- interact with others;
- choose a healthful lifestyle;
- avoid tobacco, alcohol and other drugs;
- are open to the diversity of our world and its cultures; and
- contribute in a responsible way to society.

The books in this series are written to enhance an established curriculum, rather than to serve as the curriculum. They offer ideas for hands-on activities for teachers to integrate into the primary-level curriculum. Teachers can use the various interactive and lively activities as-is or adapt them to meet the needs of their specific situations.

The format of each activity is designed to help teachers easily prepare for the busy hands-on work. The **Get Ready, Get Set...** section outlines any advance preparation needed to conduct the activity. All items for student use are clearly identified in the **Materials for Children** section. The steps for the process of the activity are detailed in the **Here We Go!** section. Reproducible masters for student activity sheets and teacher patterns are found at the end of the activity.

The books in the **Children's Activity Series** are developed by authors familiar with both the content and process appropriate for primary school students in specific topic areas. And most importantly, the activities have been tested with children and have proven to be both educational and FUN.

Author's Introduction

To teach young children about family life is truly a wonderful opportunity. With children of this age, the family is still the most significant social entity in their lives. Teachers and parents are still major influences. Peer pressure has not yet exerted its full power, nor have media myths and messages been cemented in their minds.

Children in the primary grades are like tender soil. Never again will we have quite the same chance to plant the seeds of acceptance and curiosity, surprise and gratitude that can grow and develop into healthy attitudes toward living in a family. What an opportunity, indeed!

The concepts in this book are intended to help children develop a basic understanding of the family and its purpose. They are designed to promote a knowledge of and acceptance for the diversity that is inherent in today's family life.

As our understanding of what a family is broadens to include the blended, the extended, the single parent—to name just a few of the many and varied combinations that are family in our modern world—it is important to include these concepts in our children's education.

In addition, as our country grows with the wonderful variety of ethnic populations that make it ever more exciting, the challenge is to reflect those changes in our children's education. What better place to begin than in the primary grades?

We Are a Family offers seven concepts to help children

focus on the positive attributes of their families and identify appropriate ways they can contribute to their families.

Different Kinds of Families acknowledges and affirms the many varieties of family. The Family Solar System broadens children's definition of family to include all the most important people in their lives.

The Family Nest explores the purpose of the family. A story about a family of crows helps children understand what a family provides for its members and the kinds of things they learn from their families.

The next three concepts are centered around appropriate contributions children can make in their families. These include roles and responsibilities (Family Jobs), problem solving (Solving Family Problems) and being sensitive to other people's feelings (Showing Kindness).

In The Family Album, children construct a family album. This activity helps children focus on the positive qualities of their families and the meaning of family memories.

We Are a Family is written for children in kindergarten through third grade. I aimed for flexibility in the presentation of the book. You can choose to follow the concepts sequentially, allowing the activities to build on each other. Or each concept can stand by itself, so you can use the activities individually. I encourage you to adapt, change and use the activities in the way that best suits you and the individual needs and abilities of your students.

In several of the activities, I have suggested using puppets and playacting. Children at this developmental level have the ability to empathize with how others feel and behave. I encourage you to make maximum use of this ability by using puppets and props that will help personalize the children's experience and thus enhance their learning.

Finally, should you use dolls and puppets, I hope you will choose or create them to reflect our multicultural world. Instructions for making puppets recommend making puppets with different skin tones, hair and eye colors, as appropriate.

I hope you enjoy teaching the activities as much as I enjoyed developing and testing them.

Ana C. Matiella

1 Different Kinds of Families

Purpose

To help children realize that there are many different kinds of families.

In a Nutshell

Children listen to 4 stories about different kinds of families. They discuss and make a folding book about their own family.

Get Ready, Get Set...

- Prepare **Folding Storybook** teacher pages.
- Gather materials for children and copy activity sheets for each child.

Materials for Children

- ★ We Are a Family activity sheet
- ★ My Family Storybook activity sheet
- ★ crayons
- ★ pencils or pens

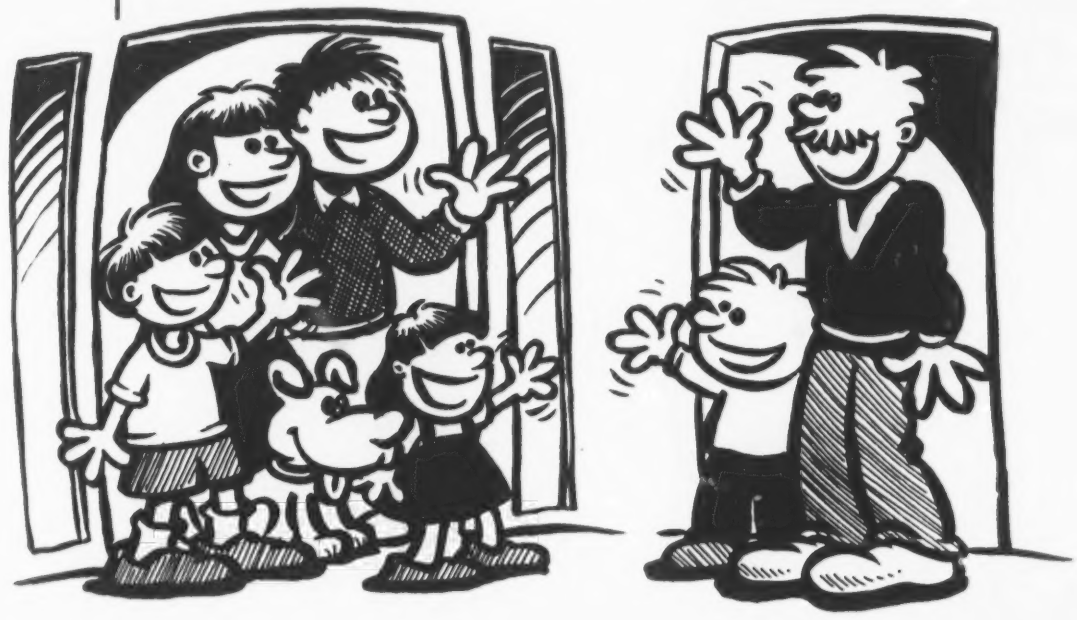
Here We Go!

1. Tell children that everyone comes from a family. There are many different kinds of families, just as there are many different kinds of people. This makes the world more interesting and exciting. We can all learn from each other.

2. Give each child a **We Are a Family** activity sheet. Tell children you are going to read a story about each of the families on the activity sheet. As you read each story, ask children to find the picture of the family mentioned in the story on their activity sheets.

   Read the 4 folding books—*Sara's Family*, *Chloe's Family*, *Lou's Family* and *George's Family*.

   Discuss the 4 families in the stories. Sara's family has a mother and 2 children. Chloe's family has 3 children, a grandmother and a father. Lou has 2 families: 1 has a father and 1 child. Lou's second family has a mother, a stepfather and 2 children. George's family has a mother, a father, 2 children and a dog.



All the families live in different kinds of houses and in different places. These are ways the families are different.

There are some ways the families are alike. All the families have children in them. All the families live together in a home.

Ask for volunteers to tell about their families. Tell children that families come in all shapes and sizes—just like people. Each family is important in its own special way.

Note to teacher: Keep in mind the variety of families that exist—single parents with a child or children; families with 2 sets of children from different marriages or relationships; families with older family members such as a grandfather, grandmother, aunt or uncle; families of people that aren't related but are living in the same household to raise children together, and so on.

3. Tell children that they are going to make their own family storybooks. Children who have 2 families can make 2 storybooks if they want to.

   Divide the class into 4 groups. Give each group one of the folding storybooks to use as a model. Use one of the model storybooks to show how the folding book works.

   Give each child a **My Family Storybook** activity sheet. Explain that each child will create a folding book about his or her own family.

   Tell children to fold the activity sheet lengthwise, then fold it in half.

   On page 1, tell children to write their name, so that people will know whose family the book is about.

On page 2, tell children to write in the number of people in the family and who they are. For example, "There are 3 people and a dog in my family. They are my brother, my mother, me and Skipper."

On page 3, tell children to write the place where they live. For example, "I live in an apartment in the city." Tell children to draw a picture of their home on this page.

On page 4, tell children to draw a picture of their family on the page that says, "We are a family."

4. Give each child an opportunity to share his or her book with the other children. One way to do this is to display the books on the bulletin board.

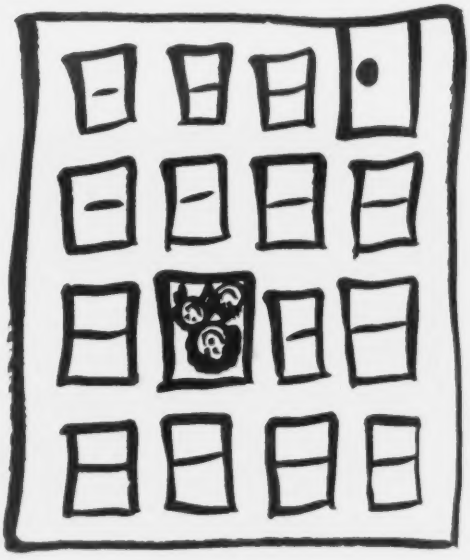
New Words

apartment, city, country, mobile home, suburbs

Where It Fits

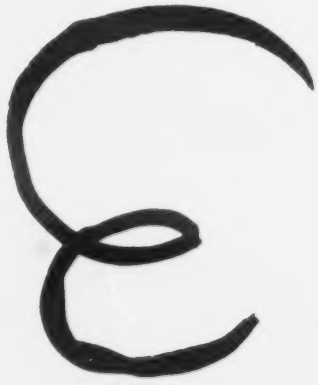
art, language arts, math, social studies

Folding Storybook



I live with my mom and my cousin
in an apartment in the city.

Page 3

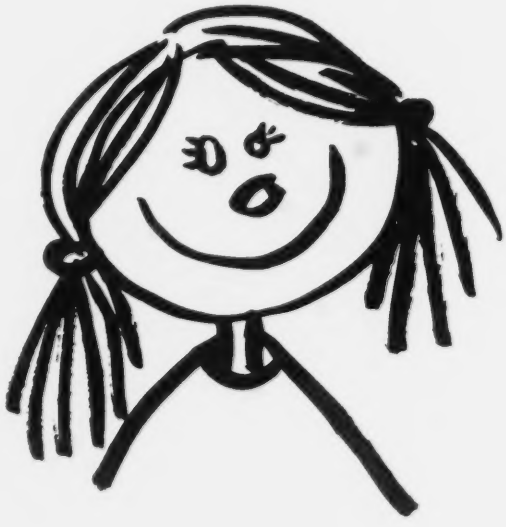


There are
people in my family.

They are my mom, my cousin
Emily and me.

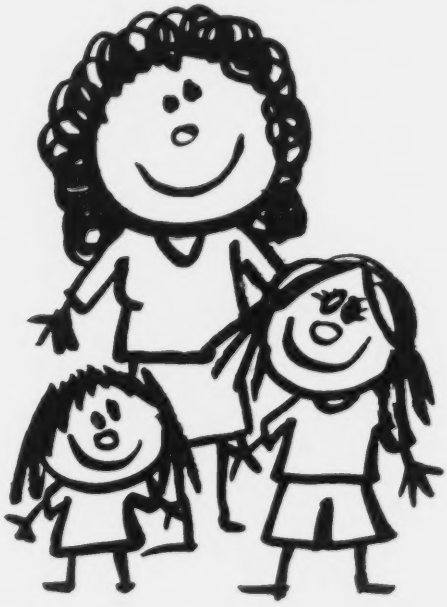
Page 2

Sara's Family



My name is Sara.

Page 1



We are a family.

Page 4

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Folding Storybook

Chloe's Family

My name is Chloe.

Page 1

There are

people in my family.

They are my 2 sisters, my dad,
my grandma and me.

Page 2

I live with my 2 sisters, my dad
and my grandma in a mobile home
in the country.

Page 3

We are a family.

Page 4

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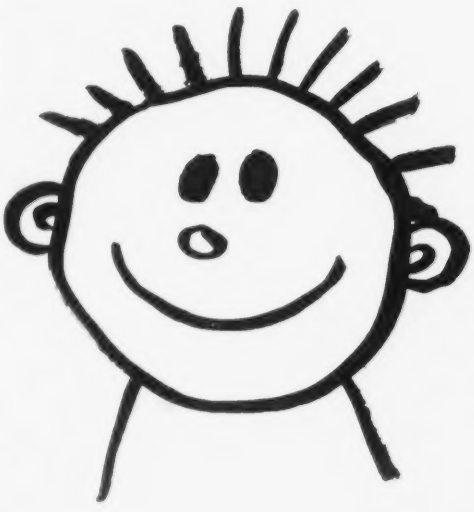
Folding Storybook

My name is Lou.

Page 1



Lou's Family

I have 2 families. There are

people in one of my families.

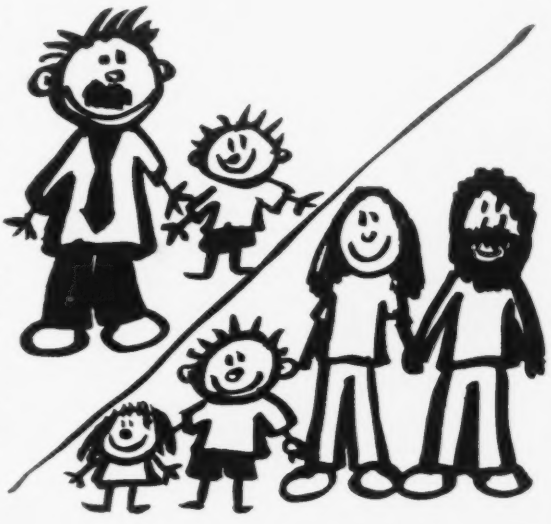
There are

people in my other family.

Page 2

In the winter I live with my dad in an apartment in the city. In the summer I live with my mom, my stepdad and my stepsister on a farm in the country.

Page 3



We are a family.

Page 4

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Folding Storybook

George's Family

My name is George.

Page 1

There are

people in my family.

They are my sister, my mom,
my dad and me.

Page 2

We live in a house
in the suburbs.

Page 3

We are a family.

Page 4

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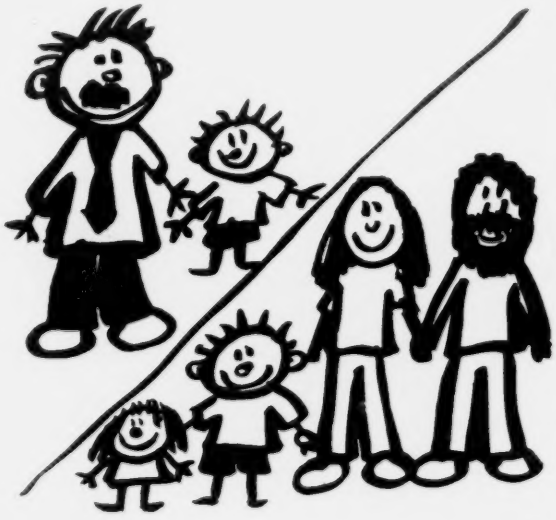
We Are a Family

Sara's Family

Chloe's Family

Lou's Family



George's Family

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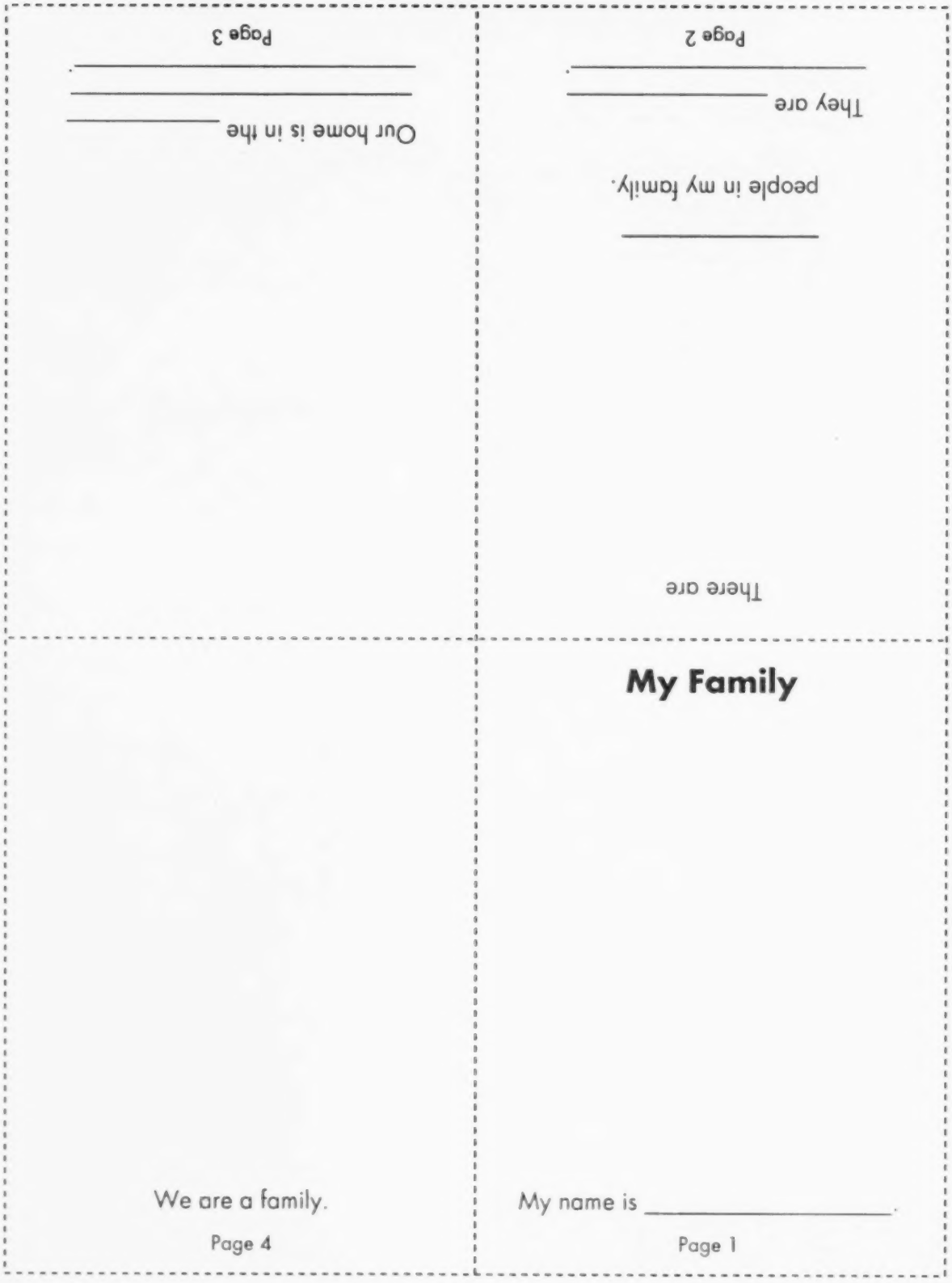
My Family Storybook



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2 The Family Solar System

Purpose

To help children identify very important people in their world.

In a Nutshell

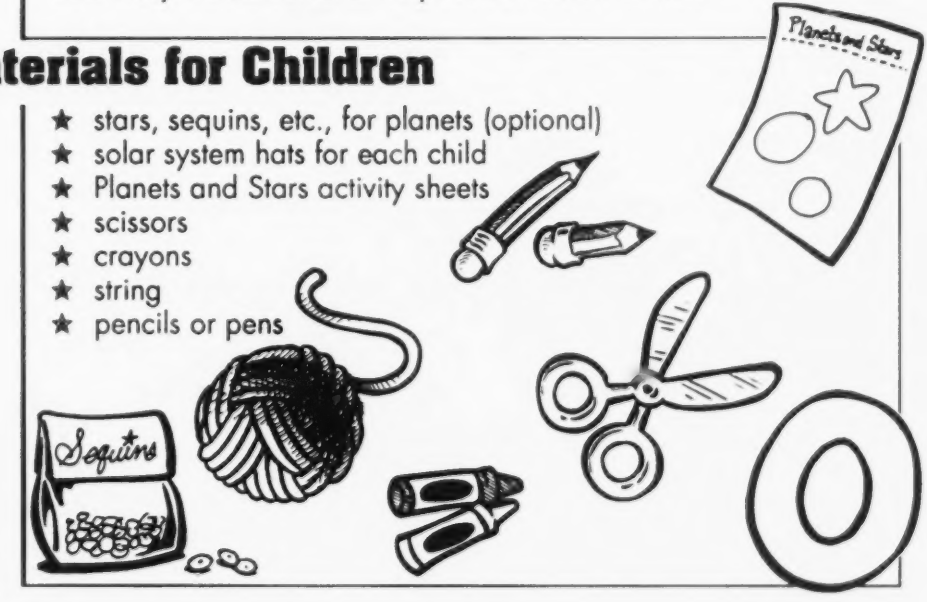
Children create a family solar system hat, using the planets to symbolize the most important people in their world. Children learn that a family can include all the people they feel really close to.

Get Ready, Get Set...

- Prepare hats for the family solar systems. See the **Solar System Hat** teacher page.
- Gather materials for children and copy activity sheets. You may need several copies for each child.

Materials for Children

- ★ stars, sequins, etc., for planets (optional)
- ★ solar system hats for each child
- ★ Planets and Stars activity sheets
- ★ scissors
- ★ crayons
- ★ string
- ★ pencils or pens



Here We Go!

1. Ask children to think about members of their families who live with them.

   Next, ask them to think about the most important people in their lives. These can be people in the family they live with, or they can be very close or important friends.

   Tell children this is our family support system. An example might be a grandparent who doesn't live in the same house but who is very close. Another example might be a good friend or neighbor who is important to the child. The idea is for children to identify the most important people in their world.

   Ask children to make a list of the people in their family support system. You may need to help younger children with their list. If you print clearly, the children can copy the names and practice their writing skills.

   Explain that a family support system is a lot like a solar system. In a solar system, a sun is surrounded by all its planets. To be happy and feel safe, the sun

needs all its planets close by. People are like the sun—we need our family and friends all around us to feel safe and happy.

Note to teacher: As you do this activity with your students, remember to honor the diversity that exists in today's world. Children's family support systems might include extended family members, family members who have died but who continue to be important, friends and neighbors, blended family members and so on.

2. Tell children that they will be making a family solar system hat. The planets hanging from the hat will stand for the people who belong to their support systems.

Tell children that there is no right or wrong way to make the family solar system. Children can create their own hats based on who they feel is part of their system.

Explain that the family solar system can be worn as a hat. Children can also make it into a mobile to hang in their rooms if they like.

Distribute a solar system hat to each child. Give each child enough **Planets and Stars** activity sheets to cut out and make a planet or star for each name on their important people list.

Give children crayons and other materials to decorate

their planets. Encourage them to decorate their planets to match the people they stand for. For example, if one planet is a father, a child could color the shape in Dad's favorite color or otherwise decorate it so it "looks like" Dad.

Help children attach their planets to the solar system hats with string.

3. When the family solar system hats are complete, ask for volunteers to talk about who they have in their systems. Have a solar system hat parade, so that children can show off their solar systems. The hats can also be displayed by hanging them from the ceiling.

4. Tell children that family can mean different things to different people. All of us have families we live with. Most of us also have other important people in our lives who are part of our family system. The important thing to realize is that all of us are part of many different kinds of families.

New Words

neighbor, planet, solar system, support system

Where It Fits

art, language arts, science, social studies

Solar System Hat

Cut a 16-inch circle out of poster board. In the center of the circle, cut a 6-inch circle. The hat will look like a doughnut. Make one hat for each child.

Punch holes around the outside rim of the hat. Children will hang their "family member" planets from the holes with string. Younger children may need help tying the knots and stringing the planets on the solar system hat.

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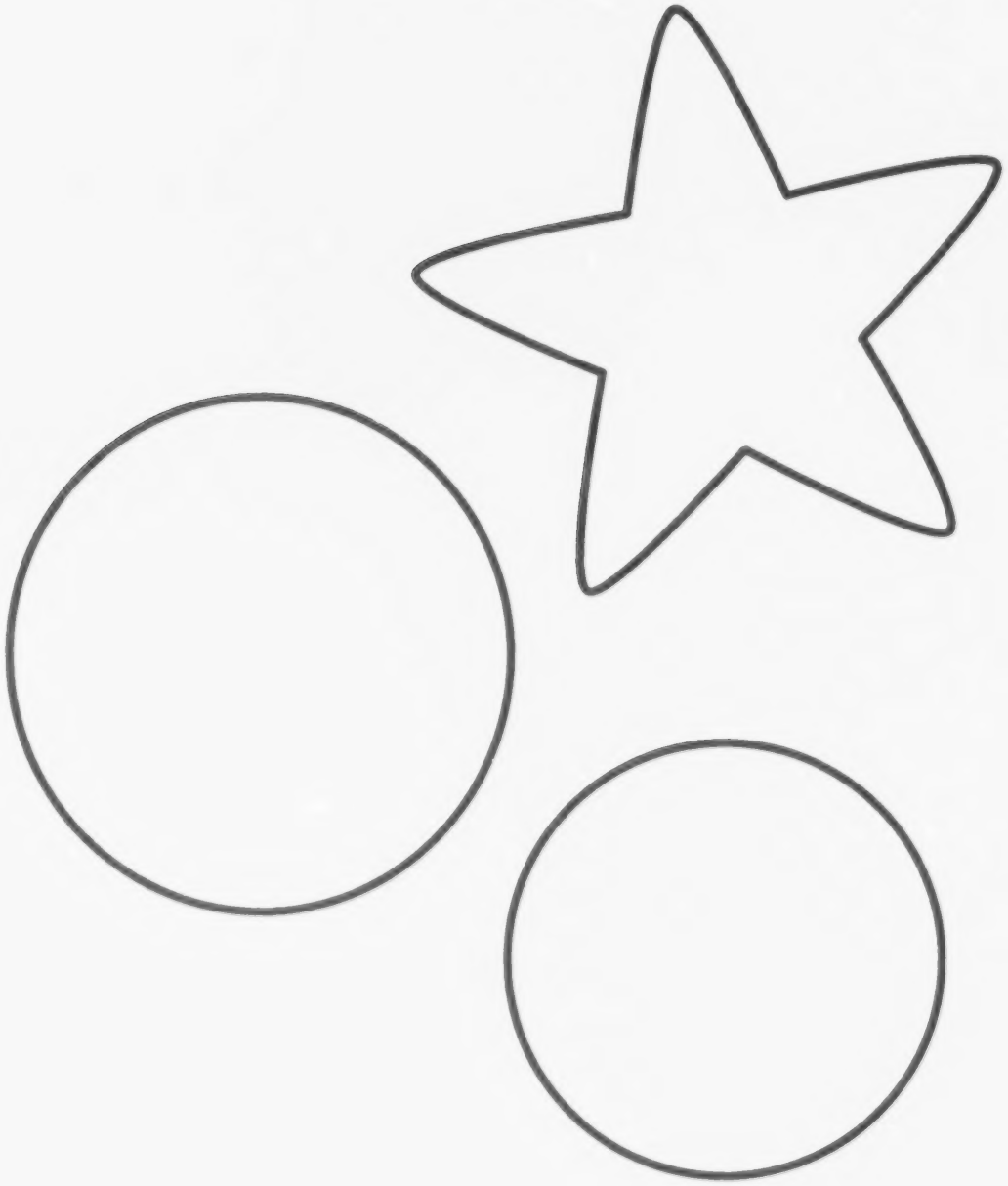
Planets and Stars



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3 The Family Nest

Purpose

To help children realize that people in a family do many things for each other.

In a Nutshell

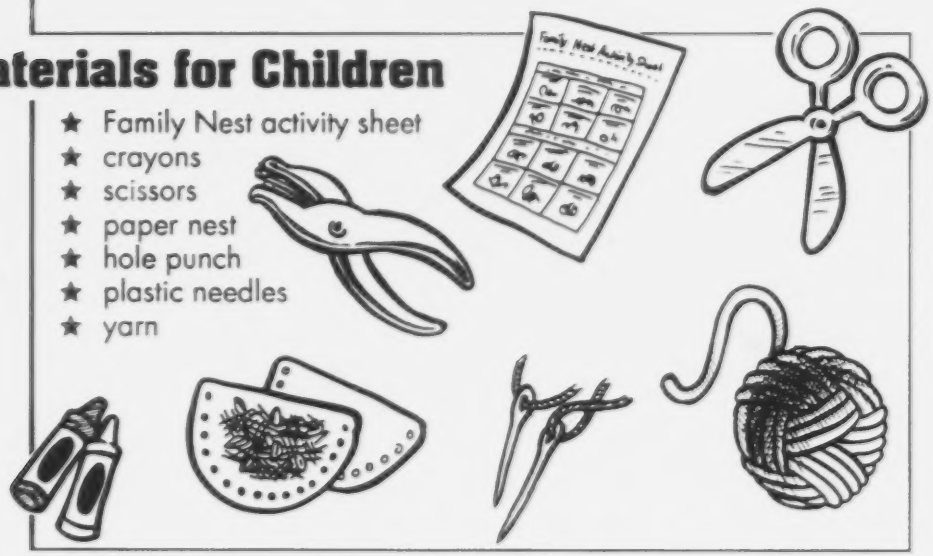
After listening to a story about a family of crows, children discuss what they learn and gain from their own families. They make a nest out of construction paper to hold the things they learn and receive from their families.

Get Ready, Get Set...

- Review the **Cuki and Cacho** teacher page.
- Review **Instructions for Family Nests** teacher page, and use the **Family Nest Pattern** to prepare a nest for each child.
- Gather materials for children and copy activity sheet for each child.

Materials for Children

- ★ Family Nest activity sheet
- ★ crayons
- ★ scissors
- ★ paper nest
- ★ hole punch
- ★ plastic needles
- ★ yarn



Here We Go!

1. Tell children there are many good reasons for living in families. Families teach us how to take care of ourselves—how to brush our teeth, dress ourselves and keep ourselves clean. In our families, we learn how to get along with other people. We lean how to play—and how to work.

   Families give us a place to live and sleep, food to eat, clothes to wear. Our toys come from our families, and our families send us to school. Tell children they are

   going to hear a story about a family of crows. Tell them to listen carefully to learn what kinds of things the baby crows get from their family.

   Read the **Cuki and Cacho** story to children. Discuss the story. Talk about what the crow family does for the family members. Ask children how human families are like crow families. How are they different? Talk about the things Cuki and Cacho did for the baby crows. What did they teach their baby crows?

2. Human children also learn important things from their families. They get food, housing and other basic care. Tell children they are going to look at some pictures of

what we learn and what we get from our families.

Divide the class into small groups. Give each group scissors. Give each child a copy of the **Family Nest** activity sheet.

Tell children that the top part of the activity sheet shows some of the things we learn from our families: how to take care of ourselves, how to be kind, how to do their special jobs and so on. Families are a safe place to learn about these important things. The bottom of the activity sheet shows some of the things we get from our families: love, food, toys and so on.

Tell children to think about what they learn from their families and the kinds of things they get from their families. Ask them to color the squares that seem most important to them.

Tell children they can draw or write in the blank squares if they want to add things that aren't on the activity sheet. Have children cut out the squares they color. Tell children to save these squares.

4. Tell children they are going to make family nests. Distribute the materials for the nests and explain how to make them.

As children work, tell them to pretend the nests are their own homes. When they fin-

ish making their nests, tell children to place the squares they cut out and saved from the activity sheet in the nests. Explain that the home and family is the place where we all learn and receive things to help us live in the world.

Give children time to share their nests and the squares they put in the nests with the rest of the group.

Note to teacher: See **Instructions for Family Nests** teacher page. Since this activity requires some level of manipulative skill, you will have to decide how much of the nests the children can make themselves.

5. Remind children that, like the crow family, the purpose of the human family is to give and teach children the things they need to grow healthy and strong.

   Ask children to take their nests home to share with their families.

New Words

belonging, care, celebrations, crow, neighborhood, nest, protection, territory, traditions, understanding

Where it Fits

art, language arts, math, science, social studies

Cuki and Cacho

Cuki and Cacho are crows. Cuki is the female crow and Cacho is the male crow. When they meet for the first time, Cacho introduces himself by walking around the cornfield, bobbing his head up and down, fluffing up his feathers, acting very silly.

Cuki watches from the corner of her eye. She pretends she is not paying attention, but she is. She likes Cacho, but she acts like she doesn't notice him. These are little games that crows play when they are getting to know each other. Cacho and Cuki keep playing these games for a while, until they get to be friends.

When they get to be friends, they fly together, find food together and play together. Have you ever seen crows doing tricks in the sky? They play together for about a year before they decide to have a family together.

First, they look high and low for a good place to build a nest. Crows can build nests almost anywhere, because they are very smart. They finally settle for a nest

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inside a low bush. They both look for twigs, sticks and wires to make the outside of the nest.

They build the nest together. Cuki likes to make the inside of the nest soft and warm. Cuki and Cacho make the insde of the nest with rags and woolly things.

Then Cuki lays the eggs. Cuki and Cacho take turns sitting on the eggs, waiting for them to hatch. Crow eggs can be different colors and have different markings on them. Some eggs can be brown and speckled. Some eggs have blue on them.

After the baby crows hatch out of the eggs, Cuki and Cacho take turns bringing the babies food. They guard the nest and look out for bigger birds or animals that might hurt the baby crows. Baby crows are very noisy, so they call a lot of attention to themselves.

Cuki and Cacho teach the baby crows many things. They teach them how to find food, how to protect themselves from other birds or animals that might hurt them, how to ask for help when they get in trouble, how to talk with other crows and birds, how to build nests, how to fly, even how to play. Have you ever seen a crow dance on a telephone wire?

Cuki and Cacho live together even after the baby crows grow up and leave the nest. The baby crows often stay in the same neighborhood, called territory, and live together as a family after they leave the nest.

Crows like to live in groups. It is common to see several crow families living together in the same territory.

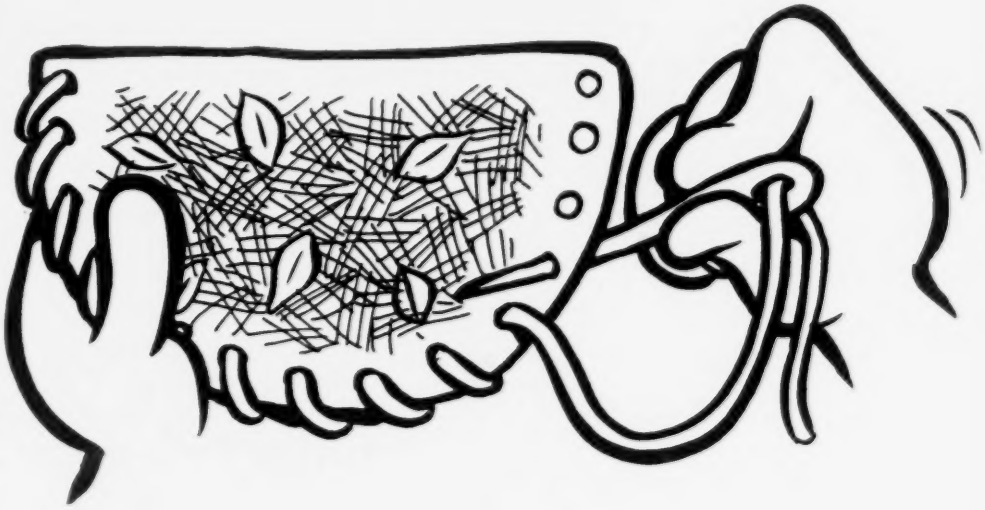
Instructions for Family Nests

1. Trace the **Family Nest Pattern** onto construction paper. Make 1 for each child.

2. Cut out family nests.

3. Match pieces together and punch holes along the outside border of the nest.

4. Use a plastic needle to weave a strand of yarn in and out of the holes.



5. To keep the yarn from unraveling, secure all ends with scotch tape.

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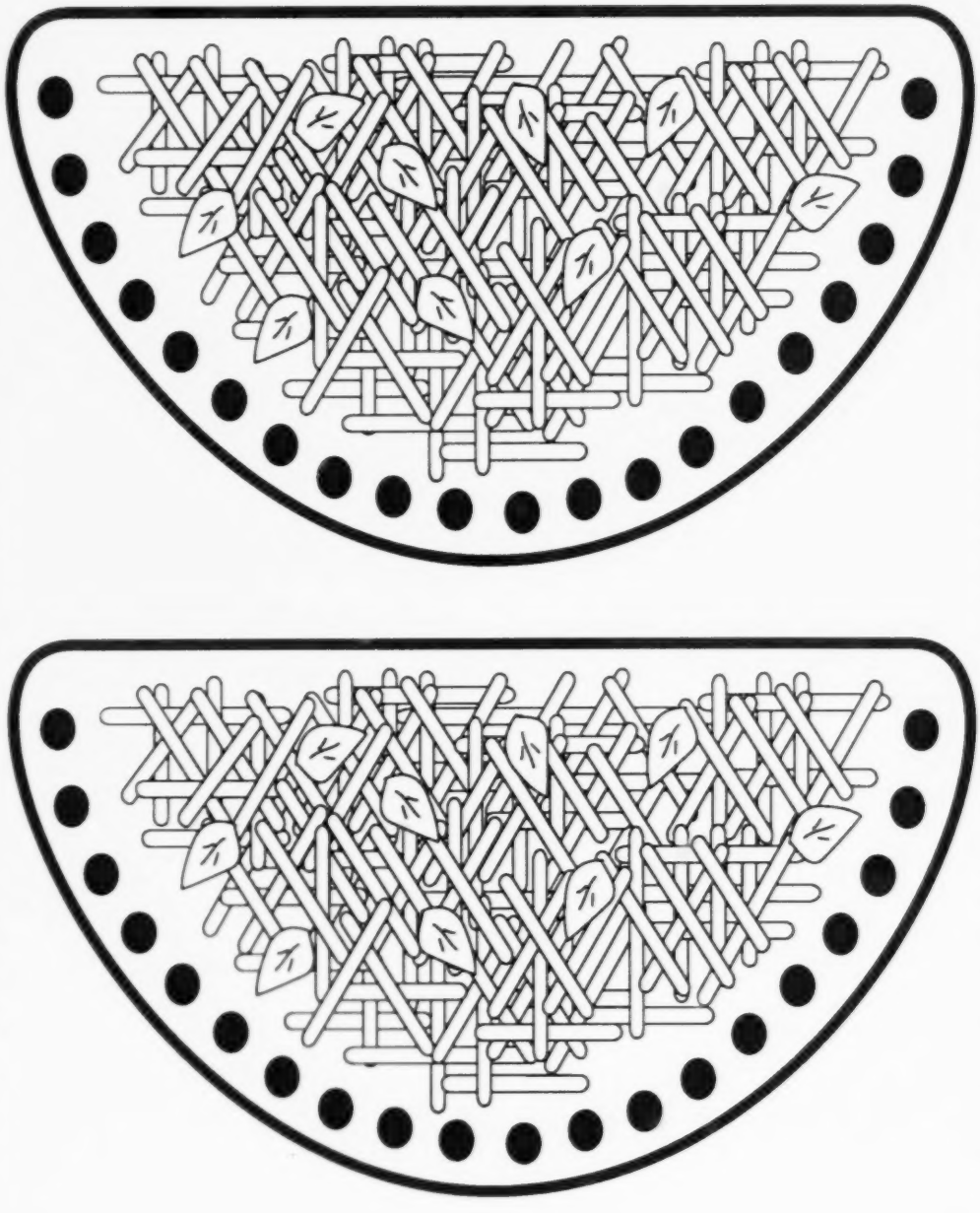
Family Nest Pattern



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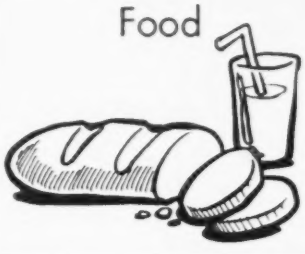
Family Nest Activity Sheet

Things I Learn from My Family		
How to take care of myself	How to be kind to others	How to do my special jobs

Things I Get from Living in a Family		
Love	Food 	Toys

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4 Family Jobs

Purpose

To help children recognize the different roles and responsibilities in families.

In a Nutshell

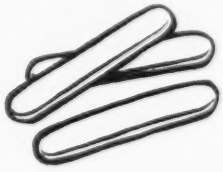
Children identify family jobs on an activity sheet, make stick puppets and then playact how children can be helpful in a family.

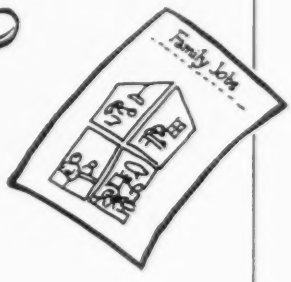
Get Ready, Get Set ...

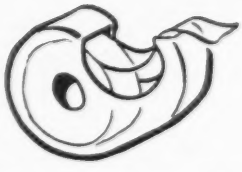
- Review the jobs depicted on **Family Jobs** activity sheet.
- Gather materials for children and copy activity sheets.

Materials for Children

- ★ Family Jobs activity sheet for each child
- ★ Stick Puppets activity sheet, 2 for each child
- ★ Popsicle sticks, 2 for each child
- ★ crayons
- ★ scissors
- ★ tape







Here We Go!

1. Tell children there are many different things to do in a family. All of us need food, clothing and shelter. The family provides us with these things. Each person in a family can help. Each person has "family jobs."

   Ask children what kinds of jobs there are in their families. For example, who shops for the food? Who cooks? Who cleans the house? Who takes care of the family pet? Who takes care of the car? Who waters the yard? Who takes care of the plants?

   Can one person in the family do all of these jobs? Explain that most families divide the jobs so that each person gets to do their share to help take care of the family.

2. Distribute the **Family Jobs** activity sheet. Ask children to take a few minutes to look at it. As they look at it, ask the following questions:

   - What jobs are being done in the picture?
   - What is the man doing?
   - What is the woman downstairs doing?
   - What is the woman upstairs doing?
   - How many people are in the family?
   - Is everyone in the picture working?

   Tell children to save the activity sheet to use later.

3. Tell children they are going to make stick puppets. Divide the class into groups. Give each child 2 **Stick**

Puppet activity sheets and materials to make the puppets.

Encourage children to decorate their puppets. They can make the puppet a boy or a girl. They can color eyes, a mouth, a nose, hair and clothes. Tell children to name their puppets and write the name on the base of the puppet.

Then have children cut out the puppets. Tape Popsicle sticks to the backs of the puppets so children can play with them.

4. Tell children they are going to use their puppets to make a play. Children will need the **Family Jobs** activity sheet and two puppets.

   Tell children to pretend their stick puppets are the 2 children on the activity sheet who are watching television. While the children are watching TV, Mr. Toad comes on. Mr. Toad tells the children to think of ways to help the family around the house.

Tell the children to playact that their puppets are looking around the house for things to do that can help the family. Have children answer the following questions:

- What can these 2 children do to help the family?
- Is there someone in the picture who looks like they need help?

Give children about 10 minutes to complete the play activity. When they have finished playacting, ask for volunteers from each group to tell the rest of the class what their puppets did to help the family.

5. Review what children have learned about family jobs. Ask children the following questions:

   - Why is it important that different people in the family do different jobs?
   - What happens when one person has too many jobs?
   - What can children do to help the family?

   Tell children that there are many things they can do to help their families. Helping is one way we show we care about our families and our homes.

New Words

job, playact, puppet, shelter

Where it Fits

art, language arts, math, science, social studies

Family Jobs

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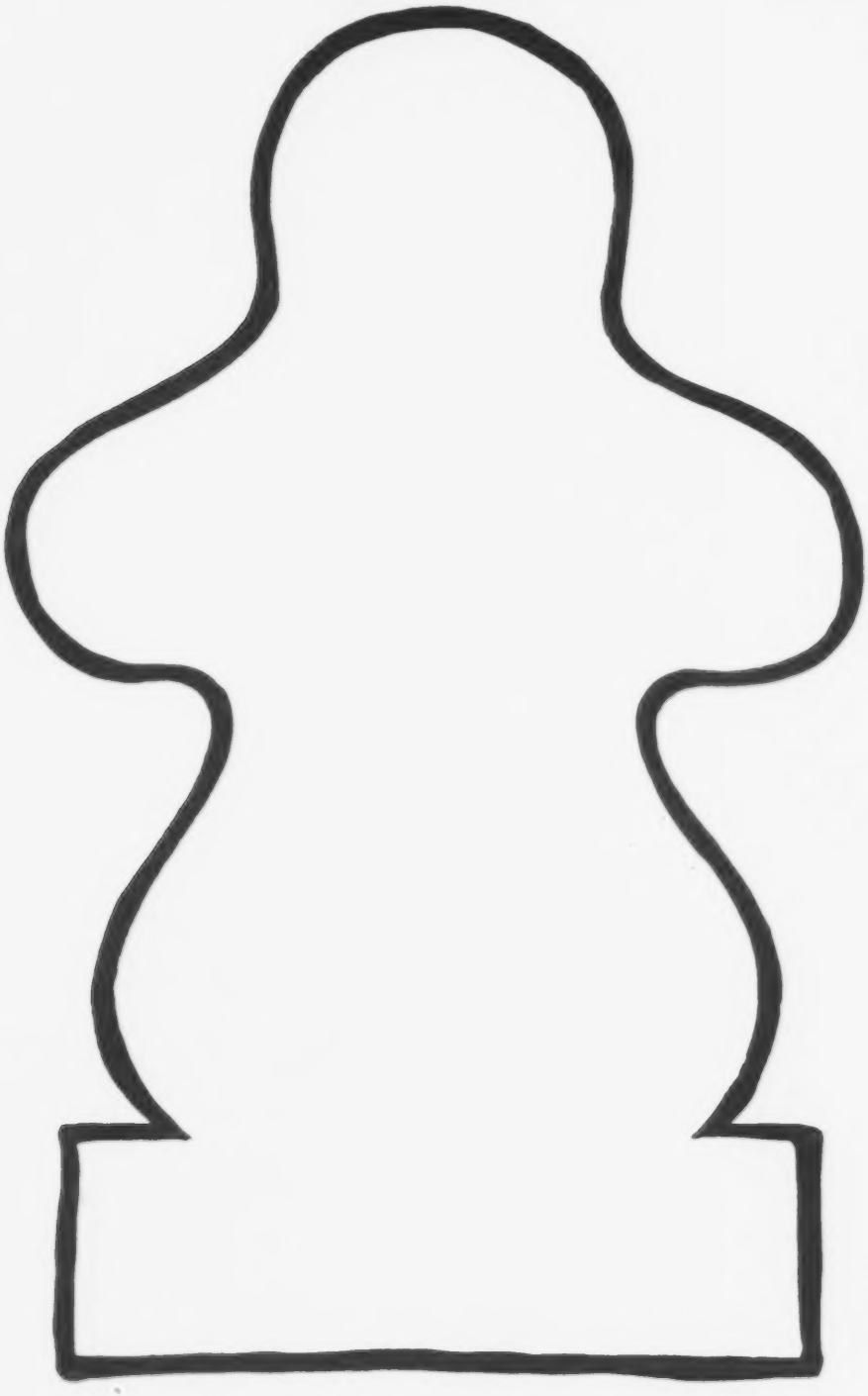
Stick Puppet



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5 Solving Family Problems

Purpose

To help children understand there are ways to solve some common family problems.

In a Nutshell

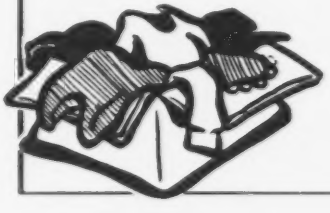
Children learn a simple problem-solving technique. They then listen to 3 stories about family problems and finish the stories by acting them out, using puppets and dolls.

Get Ready Get Set...

- Prepare the Problem-Solving Puzzle directions on the **Problem-Solving Puzzle**. See teacher page.
- Review the 3 stories: **Annie Forgets Her Chores**, **This Livingroom Is a Mess** and **Nana Gets a Wheelchair**.
- Make an Annie Sockpuppet and additional sock puppets as desired. See the **Sock Puppets** teacher page.
- Collect dolls, puppets or stuffed animals for children to use in playacting.

Materials for Children

★ sock puppets, dolls, stuffed animals
★ dress-up box (optional)



Here We Go!

1. Ask children if they know what a problem is. Tell them a problem is when they get to school and find out they've put on one red sock and one yellow sock. A problem is when they love cereal for breakfast and there isn't any cereal. A problem is when they forgot their lunch and they don't have any lunch money.

   Tell children that learning how to solve problems is important. We first learn how to solve problems at home with our families, because that is where we spend most of our time.

   Tell children that they will be learning a simple puzzle that can help solve problems. It can be used with all kinds of problems. Children will get a chance to practice using the puzzle.

   Explain to children that all families are different. Some of the problems they will hear about might be different from problems in their families. Some of the problems will be alike.

2. Show children the **Problem-Solving Puzzle**. Tell them that there are 4 pieces in the problem-solving puzzle. Review each piece of the puzzle and discuss the steps with children.

   Explain that you need 4 pieces to solve a problem. You must know what the problem is. You must think about what you can do. You must think about what will happen. Then you must do it.

   Tell children they will be listening to stories about 3 kinds of problems. Then they will use the problem-

solving puzzle to think of ways to solve the problems.

3. Read **Annie Forgets Her Chores**. Ask the children to help you finish the story. Use Annie Sockpuppet to playact the story.

   Annie (in a worried, whiny voice): "Oh, I forgot to make my bed again this morning. Mom and Dad will be disappointed. I won't get my gold star. What can I do?"

   Remind children of the first step in the problem-solving puzzle. Ask them if they know what the problem is. The problem is Annie keeps forgetting to make her bed. What can Annie do to remind herself to make her bed?

   Annie can draw a picture of herself making her bed. She can tape it beside her bed so she sees it first thing every morning. What would happen if Annie did this? She would remember to make her bed! Use Annie Sockpuppet to model steps 2, 3 and 4 of the problem-solving puzzle.

   Ask children what other choices Annie had. Annie could tie a piece of string around her wrist as a reminder. What would happen if Annie chose to do nothing? She would keep forgetting to make her bed. Use Annie Sockpuppet to model each choice

through the last 3 steps of the problem-solving puzzle.

4. Divide the class into small groups. Provide each group with sock puppets, dolls or stuffed animals. Tell children they will be listening to 2 other stories about problems. Then they will use the puppets and dolls to playact the steps in the problem-solving puzzle.

   Read **This Living Room Is a Mess** and **Nana Gets a Wheelchair**. After each story, have children use puppets or dolls to playact the 4 steps of the problem-solving puzzle.

Note to teacher: The playacting can be as simple or elaborate as you like. The children can playact the stories without props. Or they can use a combination of puppets, dolls and stuffed animals to provide enough characters for each group to work with. You may also provide a "dress-up box" with different clothes and accessories for children to use for props.

5. After children playact the stories, use the following questions to lead a discussion:

   - Can you think of a time when you helped solve a problem at home?
   - What did you do that helped?
   - Why is it important to learn how to solve problems?

   Tell children that problems come up in all families. This is a normal part of family life. Solving problems can be challenging. Sometimes, it can even be fun.

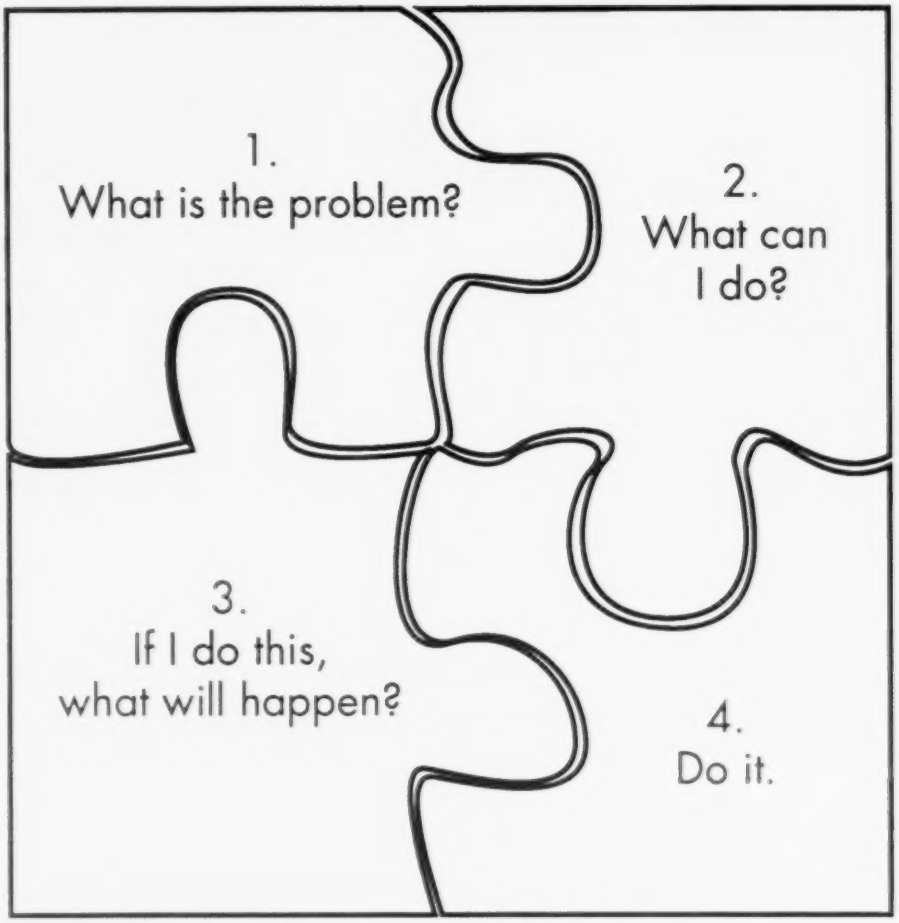
New Words

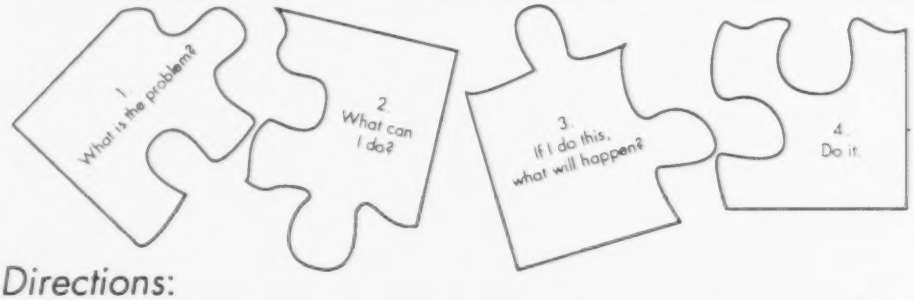
problem, problem solving, puzzle

Where It Fits

art, language arts, physical education, social studies

Problem-Solving Puzzle





Directions:
Draw the problem-solving puzzle on a large piece of poster board and cut out each piece. Use the pieces as a visual teaching tool to show the children how one piece fits into another like a jigsaw puzzle.

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Annie Forgets Her Chores

Annie's mom and dad have given her some chores to do every day. They want Annie to do these things on her own, without being reminded. If Annie does her chores without being reminded, she gets a gold star at the end of the week. If she collects 4 stars, she gets a treat.

Annie has to do 3 chores every day: make her bed, feed the cat and take out the garbage. Annie's problem is that she forgets to do her chores. She really wants to help at home by doing her chores, but she needs help in remembering.

You are Annie's friend. Do you have any ideas on how Annie can solve her problem?

Let's finish the story.

- What is the problem?
- What can Annie do?
- What will happen if she does this?
- Help Annie solve her problem.

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This Living Room Is a Mess!

Sara, 6, and Tony, 10, live with their mom in a small apartment in the city. Mom works in a restaurant until 7:00 every night.

Most days, Sara and Tony take care of themselves after school. They work on craft projects together, go to the library or play basketball in the playground.

One day, Sara and Tony decide to make valentine cards for their classmates and friends. They get out paper, glue and scraps of ribbons and other decorations and spread it all out on the living room floor.

They are having a nice time together, and time goes by fast. Then they notice that it's time for Sara to practice her spelling and for Tony to practice his clarinet. They

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both get up and leave the supplies spread all over the living room floor.

Mom walks in from a long day at work. She is very tired. She looks around the room and exclaims, "This living room is a mess!"

Let's finish the story.

- What is the problem?
- What can Sara and Tony do?
- What will happen if they do this?
- Help Sara and Tony solve their problem.

Nana Gets a Wheelchair

Jake lives in a small house in the country with his grandmother, Nana, and his mom and dad. Nana is 80 years old. She loves to garden. Since Nana can't walk very well anymore, she has to use a wheelchair. Now Nana can't get out to her garden as much. Jake's parents both work, and Nana is alone in the afternoon.

Sometimes Nana feels lonely and bored because she can't work in the garden. Mrs. Clarke, a neighbor, has volunteered to help Nana in the afternoon. Jake wants to help too.

Let's finish the story.

- What is the problem?
- What can Jake and Mrs. Clarke do?
- What will happen?
- Help Mrs. Clarke and Jake solve the problem.

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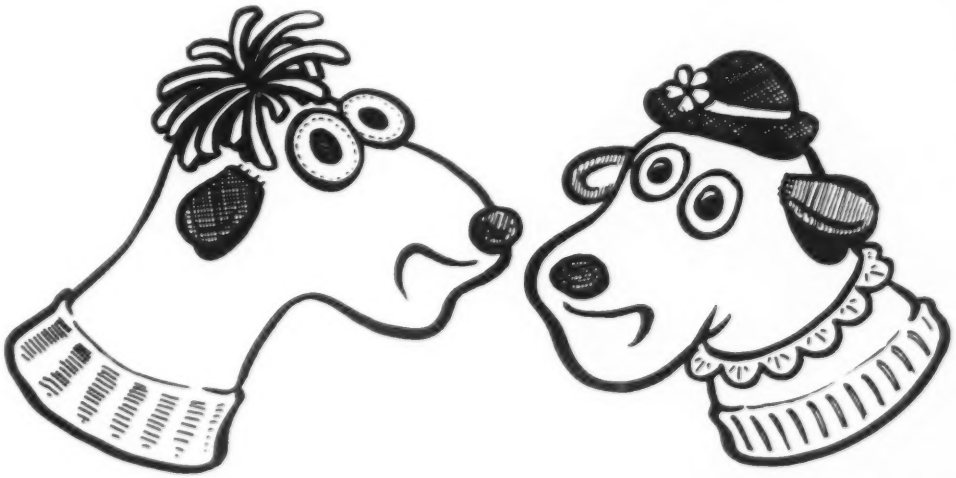
Sock Puppets

1. Use socks of various colors. Try to use black, brown and other skin tones like tan, beige, peach and pink to reflect diversity.

2. Add movable eyes. (These can either be sewn on or glued, depending on the style you find at your local craft store.)

3. To create family members of different ages and personalities, puppets can be "clothed" using whatever materials you have on hand:

★ buttons	(sew on for decoration)
★ fabric pieces	(dress up with ties, jackets)
★ lace	(wind and tie for scarves, etc.)
★ snaps	(sew on to fasten overclothes)
★ socks	(cut up for knit hats or skirts)
★ tassels	(stitch on for mustaches or eyebrows)
★ yarn	(loop, tie and trim to make hair)



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6 Showing Kindness

Purpose

To help children appreciate that being sensitive and kind to others is important.

In a Nutshell

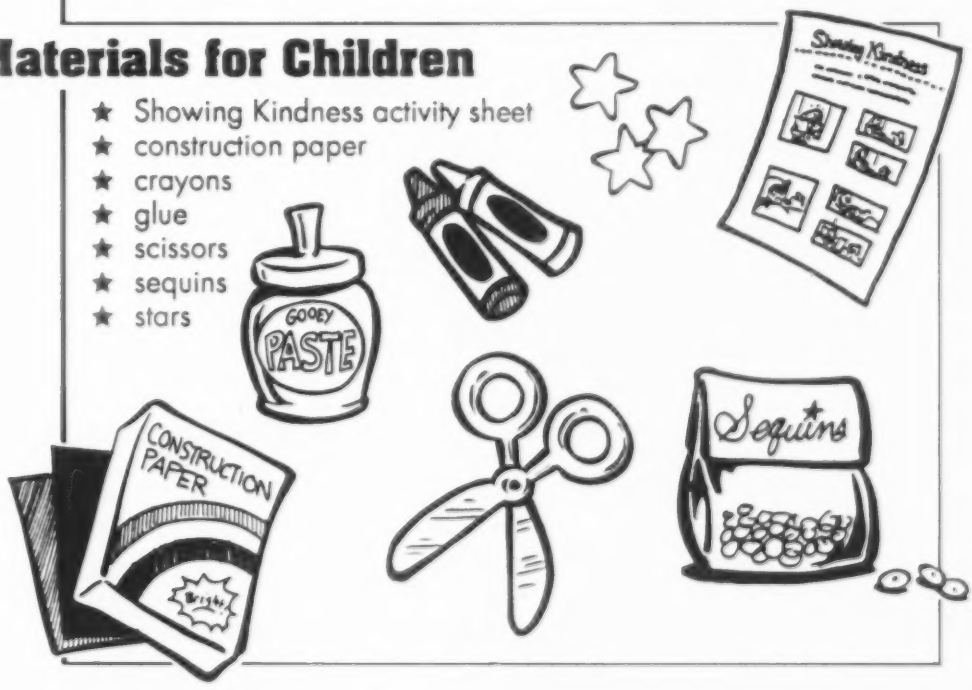
Children discuss what it means to be sensitive to others' feelings and to show kindness. They complete an activity sheet about kindness and make a surprise greeting card for a member of their family.

Get Ready, Get Set...

- Gather magazine pictures of people being kind (optional).
- Gather materials for children and copy activity sheet for each child.

Materials for Children

- ★ Showing Kindness activity sheet
- ★ construction paper
- ★ crayons
- ★ glue
- ★ scissors
- ★ sequins
- ★ stars



Here We Go!

1. Ask children if they know what it means to be sensitive to other people's feelings. Ask them to think of a time when someone in their family was happy, sad, tired, angry. Being sensitive to other people's feelings means that you understand how they feel.

   Ask children if they know what it means to be kind. When people you love feel bad, and you do something nice for them to help them feel better, you are being kind. If you are feeling bad, and someone you know does something nice for you to help you feel better, that person is being kind.

   Ask children if they have ever felt lonely, tired, sad or sick. Everyone feels these things sometimes. These feelings are part of the ups and downs of life.

   Now ask children to think about what helps them feel better when they are lonely, tired, sad or sick. Tell them to think of a time when they felt sad and someone in their family cheered them up. Have them think of a time they were sick and someone in their family took care of them. Give an example from your own

experience to help children understand sensitivity and kindness.

Tell children there are many ways children can be kind to other people. Giving someone a hug, if they want one, is kind. Telling someone a joke, if they're sad, is kind. Ask children to think of things they could do to help someone in their family feel better. Make a list of all the possibilities on the board.

Optional: Bring to class magazine pictures that show people being kind. Tape them where children can see them during the lesson.

2. Give each child an activity sheet. Ask children to look at the mother in the picture. She could probably use some help, because she's carrying so many things. What could a child do to be kind to this mother? Ask children to draw a line to the small picture they like.

   Tell children to look at the picture of the boy. How is he feeling? He might not feel so sick if someone did something kind for him. Tell children to draw a line to the picture they like.

   After children complete their activity sheets, suggest that this week they can make a special goal for themselves. Tell them to do something kind at home for someone in their family.

3. Ask children if they have ever received a birthday card, a valentine or another kind of holiday card. Tell

them this is a common way of showing kindness.

We aren't usually surprised when we get cards or gifts during the holidays. Getting a card when it is *not* a holiday is a special surprise. It is a special kindness.

Being surprised by a special kindness card is like opening a window and letting the good feelings into your heart.

Pass out construction paper, crayons, glue, scissors, sequins and stars. Tell children to make a special kindness card for someone in their families.

4. Tell children that showing kindness in our families will make everyone feel good. Showing we care and love one another is an important part of being a family.

New Words

feelings, holiday, kind, kindness, sensitive

Where It Fits

art, language arts, social studies

Showing Kindness

Directions: Look at the big picture. Then draw a line to the small picture that shows what you can do to be kind.

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7 The Family Album

Purpose

To help children identify positive feelings and memories they have of their families.

In a Nutshell

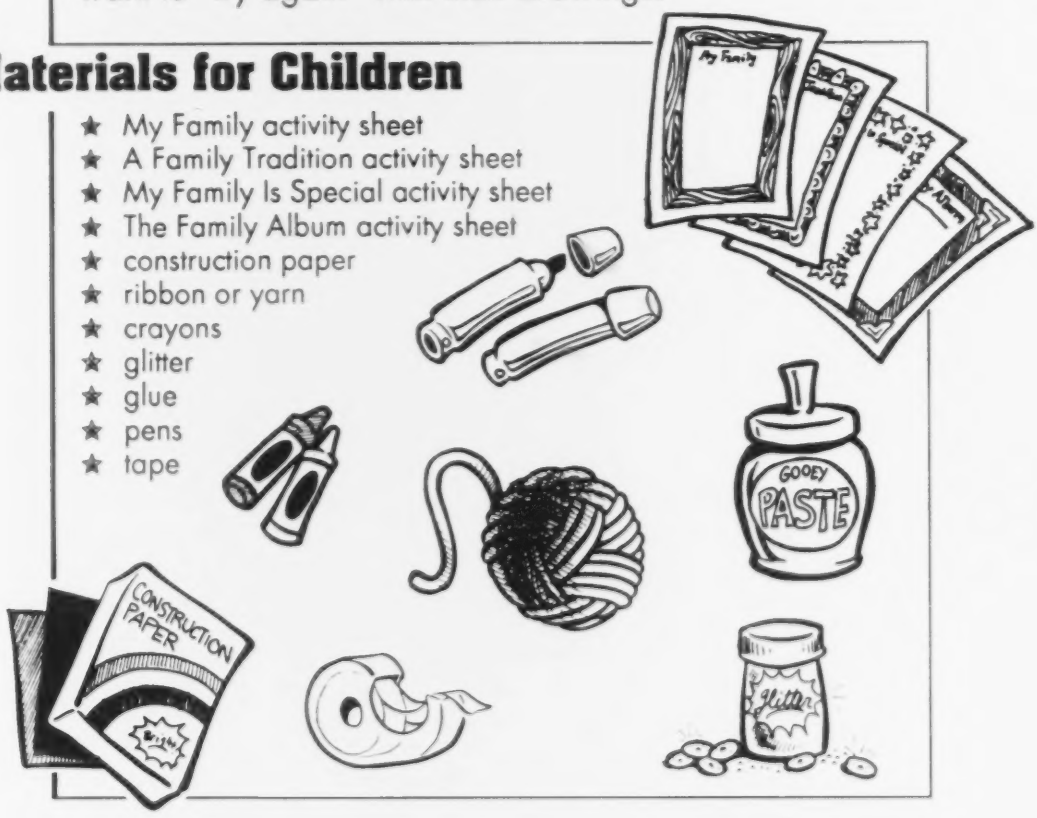
Children make a family album to help them understand the meaning of family memories.

Get Ready, Get Set...

• Gather materials for children and copy activity sheets. Make extra copies of activity sheets in case the children want to "try again" with their drawings.

Materials for Children

- ★ My Family activity sheet
- ★ A Family Tradition activity sheet
- ★ My Family Is Special activity sheet
- ★ The Family Album activity sheet
- ★ construction paper
- ★ ribbon or yarn
- ★ crayons
- ★ glitter
- ★ glue
- ★ pens
- ★ tape



Here We Go!

1. Tell children that family memories are those things you remember about your families.

   A family memory might be a favorite meal the whole family likes to eat. Or it could be a television program the family likes to watch together. Special holidays can also be family memories. Share a memory from your own family with the children. Then ask them to think of a memory they have of their family.

   Tell children that many people have more than one family. Encourage them to include memories from both families.

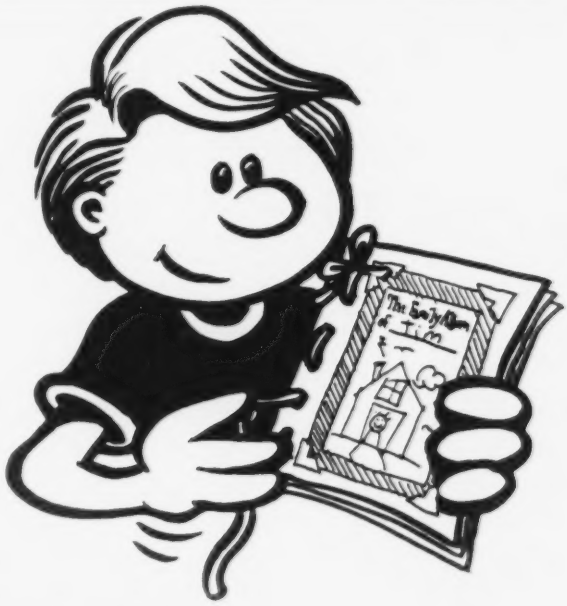
   Explain that one way to keep memories is by keeping a family album. A family album is a book with pictures of good memories about the family in it. Tell children they will be making a family album to take home.

2. Divide the class into small groups. Distribute the materials children will need to make their family albums.

   First, give children the **My Family** activity sheet. Tell them to draw a picture of their family. Children with more than one family may want to draw everyone in both families on one page. Or they may want an extra family page. Make sure children get an extra **My Family** activity sheet if they need one.

3. Then give each child **A Family Tradition** activity sheet. Tell children that a tradition is something special

a family does together. This may be a holiday celebration such as Christmas, Hanukkah, etc. Visits to grandparents or to a second family can be a tradition. Vacations can be a family tradition. So can a special way of cooking food.



Tell children to draw and color a picture of a family tradition on the activity sheet.

4. Distribute the **My Family Is Special** activity sheet. Tell children to think of what they like best about their family and to draw a picture about it on this page.

5. Distribute **The Family Album** activity sheet. This is the cover of the family album. Tell children to write their name on the cover. Tell them to decorate the cover in a special way.

   When children have completed the covers, have them put all the activity sheets together to make an album. Children can punch holes and weave ribbon or yarn through the holes. Or staple the book together to finish the family album.

6. Remind children that by making this family album, they are helping make family memories. Tell them to take the album home to share with their family. Suggest that they keep the album in a safe place or ask a family member to save it for them. Then they can take it out and look at it when they want to remember the time they made a family album.

New Words

album, celebration, Christmas, Hanukkah, memories, tradition

Where It Fits

art, language arts, math, social studies

My Family

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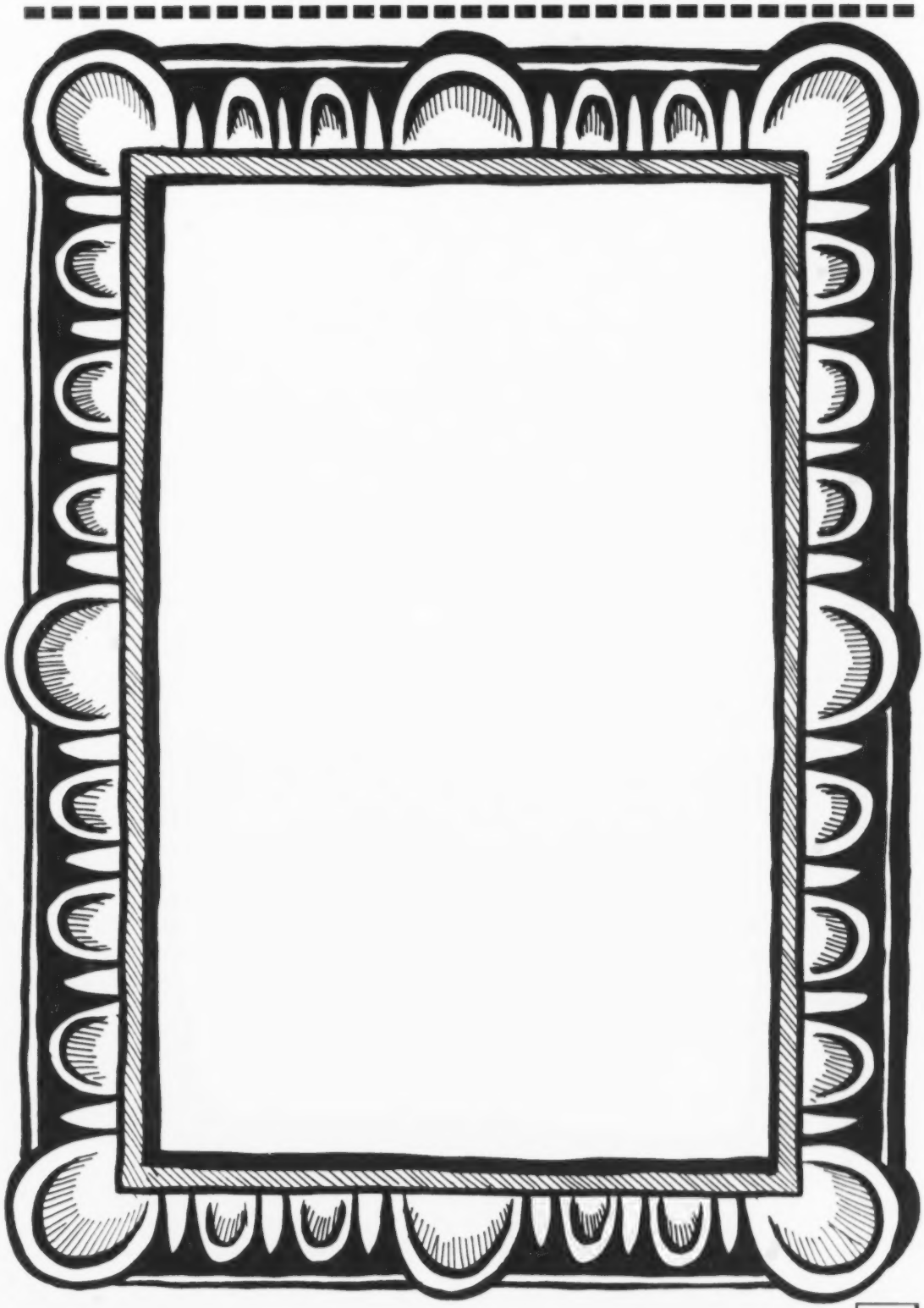
A Family Tradition



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My Family Is Special

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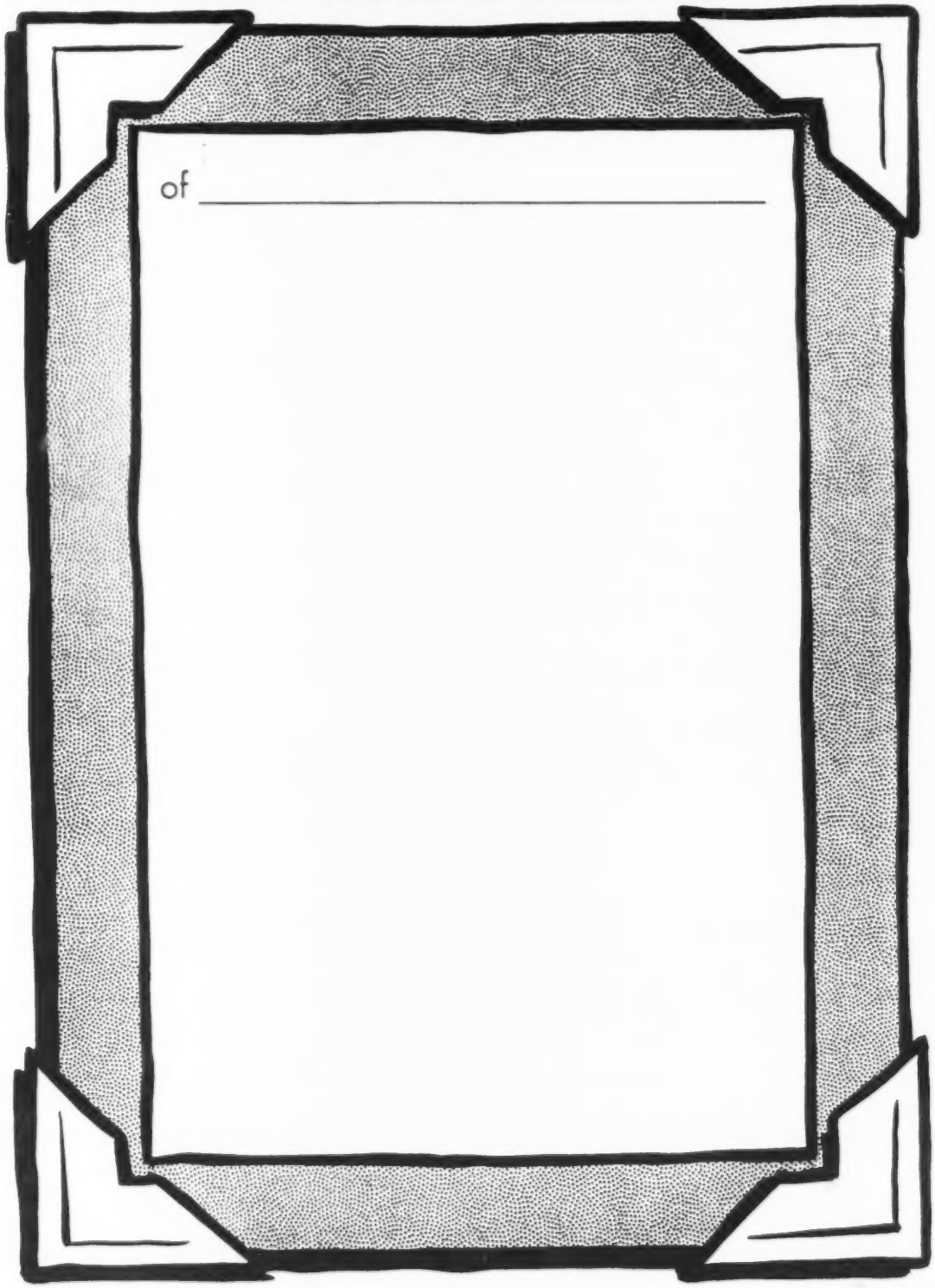
The Family Album



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We Are a Family offers seven lively activities to help young children focus on positive family attributes and identify appropriate ways they can contribute to their families. This easy-to-use, simply structured teacher's resource guide acknowledges and affirms the many varieties of families and encourages acceptance of the diversity inherent in today's family life.

We Are a Family is filled with clever illustrations and hands-on learning experiences that broaden children's understanding of the family and its purpose. Children learn:

- there are different kinds of family
- respect for cultural and ethnic diversity
- all members of the family have roles and responsibilities
- family problem-solving skills

We Are a Family is part of the "Children's Activity Series," which promotes awareness about health, family life and cultural diversity for children in kindergarten through third grade. The books in this series are designed as supplemental teaching resources and provide a variety of concrete, visual activities to help make difficult concepts easy to teach and easy for children to grasp. Other titles in the series include: *The Multicultural Caterpillar, You and Me Tobacco Free* and *Germ Smart.*

Network Publications, a division of ETR Associates
Santa Cruz, CA

ISBN: 1-56071-020-9